

UNIT 7 VISION

Reading	Scanning Using a chart to organize your notes
Vocabulary	Adding suffixes to change verbs into nouns
Writing	Writing complete sentences
Grammar	Count and noncount nouns

Discussion point

Cultural awareness

Perceptions of color vary according to culture. Some cultures may view two colors as the same while another culture perceives them as different. For example, people who have spent their entire life in a certain environment do not distinguish between green and blue, but identify different greens as different colors, which to our eyes look the same. So, color perception can vary according to the environment a person lives in.

A second cultural distinction is what different colors mean. In Western culture, green is the color of envy and also luck. White symbolizes purity, which is why brides tend to wear white. Red is the color of anger or passion, and black symbolizes death or evil. It would be interesting to find out what associations different colors have for your students. They could research this issue further after they do the writing task.

Before you start, you may wish to get students interested in the theme by using the video resource *Learning to see*. It is located in the Video resources section of the Digibook. Alternatively, remind the students about the video resource so they can do this at home.

Ask students to look at the picture on page 67 and guess what it is. Why do they think there are so many colors? Ask them to discuss the questions with a partner. Photocopy and cut out the unit 7 *Useful language* page to provide some extra support. After students have discussed the three questions, have them share their answers with the class.

EXTENSION ACTIVITY

After students have discussed question 3, you could extend the activity in a couple of ways:

1) Ask students to tell you why they think color is used in idioms, e.g. ask: *Why a white lie? Why not a green lie? (white = innocence, purity. It is an innocent lie.)* Discuss what the different colors mean. Students could make a chart comparing what colors symbolize in Western culture and in their culture.

2) Find out if students have any color idioms in their cultures. Ask them to translate them and explain what they mean.

ANSWERS

to tell a white lie = to tell a small, unimportant lie
to see things in black and white = to see things as all good or all bad

to see red = to be extremely angry

to do something once in a blue moon = to do something rarely (N.B. A blue moon occurs every two to three years. Seasons have three full moons to make 12 full moons a year. Every two to three years, there is an extra lunar cycle. So, a blue moon is an extra full moon that occurs to make four full moons in that season.)

to be in a gray area = to be in an area that is not clearly defined (e.g. not black and not white)

to give someone the green light = to give permission to do something (refers to the traffic signal)

Vocabulary preview

Students will need to use their monolingual dictionaries for this exercise, though they may be able to figure out some words by looking at internal clues. *Background*, for example, has the word *back* in it, so its meaning may be inferred. *Horizontal* may be inferred from the word *horizon*. Point out these clues to students to help them build strategies for deciphering new vocabulary. When they have finished, ask them to identify the part of speech of each word and to underline the stressed syllable. Ensure that they are able to pronounce the words and ask them to add them to their vocabulary notebooks.

ANSWERS

1 b 2 a 3 a 4 a 5 a 6 b 7 b 8 b

READING 1 Is seeing really believing?

Word count 395

Before you read

Background information

It takes most people longer to do the second experiment (saying the colors) than the first (reading the words). This is because of interference. When looking at a word, we see both its color and meaning. If the two are different, we have to make a choice. Because experience has taught us that word meaning is more important than the color a word is written in, interference occurs when we try to pay attention only to the color. This classic psychology experiment is called the Stroop Effect.

To lead in, ask students if they have ever done brain-training exercises. Tell them they are going to warm up their brains before they read today. In question 1, students read the words, ignoring the color. In question 2, they say the color, but ignore the word. Ask pairs to time each other. When pairs have finished, ask them to share their results with the class.

Global reading

- 1 Ask students to preview the article and tell you the type of article it is (possibly a blog site) and where it probably came from (the Internet). Then ask them to skim the article for 90 seconds and answer the question.

ANSWER

- 2 Optical illusions

Exam tip

Scanning is an important exam skill because it saves time. If students know that they just need to look for the answer to a specific question, they can just scan the text to find that answer. Many students make the mistake of thinking that they have to understand the entire text when often they just need to understand enough to find the answers to the questions. As a result, many do not finish the exam because they have spent too long on one part. Scanning is something that we do in everyday life and in academic work. When we look up the meaning of a word or check the details of something reported in a newspaper, we are scanning for information.

- 2 Begin by asking students to recall all of the reading skills they have learned so far in Units 1–6 (skimming, fact versus opinion, main ideas versus supporting ideas, predicting, making inferences, previewing). Write the skills on the board, and tell students that they are going to learn another important skill: scanning. Ask students what they know about scanning. Explain that scanning is what they do when they go onto a website and look for specific information, for example. Ask them to read the information in the *Scanning* box. After reading, ask students why it is not necessary to start at the beginning of the text and how it is possible to predict where the information might be (e.g. using headings as clues). Tell them they are going to scan the article for color words. Ask: *Without reading, where can you predict you will find some of the color words?* (in the paragraphs with lines pointing to the pictures).
Ask students to do exercise 2. Give them two minutes to scan and circle the color words. When the students have finished, check they have circled the color words in the text.

ANSWERS

Students should have circled the following color words: red, blue, yellow, green, brown, orange

Background information

To help students understand the optical illusion with the tiled cube better, ask them to cover up all the tiles surrounding the central orange tile in the shaded area so that only that tile is showing. Once they have done that, they will see that the tile looks brown and is the same color as the tile at the top in the center.

Close reading

Ask students to complete the exercise. Allow them some extra time so they can do the optical illusion activities. Draw students' attention to the words in the *Academic keywords* box and ask them to add them to their vocabulary notebooks.

ANSWERS

- 1 Color is created by our brains.
- 2 Light plays a role in how our brain perceives images.
- 3 In the first illusion, the colors are the same.
- 4 Color is created according to our past experiences.
- 5 We all see the world in different ways.

Developing critical thinking

Check that students understand the term *optical illusion* and the expression *couldn't believe your eyes* before putting them into groups for the discussion. Afterwards, extend the discussion by asking students if they know of any other optical illusions.

Extra research task

Ask students to research optical illusions further. Ask them to find one online, by searching for *optical illusions*, and be prepared to describe it to other students in the next class.

READING 2 Colors and flags

Word count 497

Before you read

Background information

The use of flags originated from the need to identify sides in ancient battles. Pieces of cloth were tied to poles or spears, and held aloft so the soldiers could find their leaders. Emblems were also attached to the poles to help identify which side was which. It is thought that the Romans were the first to use cloth flags.

To lead in to the discussion, you could bring in a flag, or image of a flag, from your country. Ask: *Does anyone know whose flag this is? Why were flags invented? Who had the first flag? What colors are popular flag colors?* Then ask students to discuss the questions in the *Before you read* section with a partner.

ANSWER

White is used the most.

Global reading

Remind students of the scanning skill they learned in the last section. Give them three minutes to scan the article for the information about the flags.

ANSWERS

- | | |
|----------------------|------------|
| 1 Russia | 4 Colombia |
| 2 The United Nations | 5 Mali |
| 3 France | 6 Kuwait |

Close reading

- Review the ways of organizing notes that students have already learned: organizing new words using nouns / verbs and adjectives / adverbs, using word maps, highlighting and annotating. Remind students about the highlighting and annotation skills they learned in unit 3. Ask students to highlight and annotate the text, or to take notes. Ask students to compare their notes and annotations. Who has the easiest notes to read and use as a study aid? Ask students to read the *Using a chart to organize your notes* box. Then, check comprehension. Ask: *What kind of information is a chart useful for organizing? Why is a chart useful in organizing comparing and contrasting information?*
- Ask students to complete exercise 2 individually and then compare answers with a partner. When pairs have finished, ask them to share their answers with the class.

ANSWERS

	Meaning 1	Meaning 2
Black	strength	determination
White	peace	purity
Blue	freedom	prosperity
Red	blood	courage
Green	earth	agriculture
Yellow	sun	wealth
Red, white, and blue	freedom	revolution
Green, gold, and red	African unity	African identity
Black, white, green, and red	Arab unity	different Arab dynasties

- Ask students to complete the sentences individually, then check the answers with the class.

ANSWERS

- symbolize the unity of a nation
- "the opposite of red"
- at least one of them appeared on the flag of every country of the world at the time
- the race is finished
- orange

Developing critical thinking

- Ask students to discuss the questions in groups. Refer them to the words in the *Emotions* box to help with ideas. When they have finished, ask them to share their ideas with the whole class.
- Remind students of the text *Is seeing really believing?* Ask them if they think there is a connection between this text and *Colors and flags*. Then ask them to discuss the questions in groups. Encourage them to use the words in the *Colors* box to give them ideas. When the students have finished, ask them to share their ideas with the class.

Extra research task

Ask students to research their flag, or another flag, to find out about the history and what the colors and symbols mean. They could do mini-presentations to share what they learned. Students might also like to design their own flag. Put them into groups, and tell them that they are going to form a student group at their school or university. First, they must decide what the group is and what its values are. Then they can design a flag to symbolize their group.

Vocabulary skill

Ask students if they remember what a prefix is (unit 5) and have them give you some examples. Show students that just as we can add prefixes to the beginning of words, we can also add suffixes to the ends of words: *un + fair + ly → unfairly*. Ask: *What part of speech is unfair? What part of speech is unfairly? Do prefixes or suffixes change the part of speech?*

Remind students that they have already learned how to change adjectives into adverbs. Now ask them to read the *Adding suffixes to change verbs into nouns* box. Ask students to pay particular attention to the spelling. Be sure to check pronunciation.

Background information

As with choosing the correct prefix, it is difficult to know which suffix to choose. There are no firm rules for which suffix goes with which verb. Encourage students to use monolingual dictionaries to find the suffixes and to review them often.

- 1 Ask students to work individually to do the exercise. Be sure to check and drill pronunciation when checking the answers. Which syllable is the stressed syllable in the verb? In the noun?

ANSWERS

- | | |
|---------------|---------------|
| 1 arrangement | 4 information |
| 2 appearance | 5 depression |
| 3 dependence | 6 restriction |

- 2 Ask students to work individually to do the exercise, then check the answers with the class.

ANSWERS

- | | |
|-----------|------------|
| 1 compose | 4 conclude |
| 2 manage | 5 indicate |
| 3 prefer | 6 allow |

- 3 Ask students to work individually to complete the sentences, then check the answers with the class.

ANSWERS

- | | |
|---------------|---------------|
| 1 assistance | 5 enjoyment |
| 2 replacement | 6 difference |
| 3 composition | 7 confusion |
| 4 suggestion | 8 appointment |

Ask students what they think would be the best way to organize these new words and suffixes in their vocabulary notebook. Some ideas include: in word maps—write the suffix in the center and draw lines to connect to words that use that suffix; in charts—write the suffix at the top of the column and the words that use that suffix in the descending column; using color—color code the suffixes and words that use those suffixes.

EXTENSION ACTIVITY

Ask students to study the suffixes from this unit and the prefixes from unit 5, then host a team competition. Call out a word and ask the teams to add a suffix (or prefix) to the word and write it on a piece of paper. For example, ask them to change the verb *create* to a noun using a suffix. Ask the teams to swap papers to mark each other's work after you have called out ten words.

WRITING Describing colors

Writing skill

Background information

Students often make the mistake of writing sentence fragments even if English is their first language. This is possibly because students are accustomed to the informal style used in speaking where sentence fragments are not usually an issue. Writing complete sentences is a skill that all writers need to learn.

Asking students to identify the subject and verb in a sentence can help them realize when a sentence is incomplete. Also, recognizing words that signal dependent clauses can help students as well. Finally, students need to learn to recognize which is the dependent and which is the independent clause.

Introduce the topic by writing a sentence fragment on the board: *Because she likes flags.* Ask students if they think this is a good sentence and prompt them with questions such as: *Is there any information missing? Do we know the reason for this conclusion?* Ask students to think of a way to make the sentence feel more complete. Explain that this is a fragment, not a complete sentence. Ask students to read the *Writing complete sentences* box to learn about fragments.

When students have finished reading, ask them to discuss each fragment with a partner and decide why it is a fragment (i.e. Is it missing a subject? Is it missing a verb? etc.). Ask pairs to share their ideas with the class. Then ask students to underline the subject and verb in the sentences in the box. Point out that sentences 3 and 4 have two subjects and two verbs. Write these sentences on the board and illustrate the dependent and independent clauses:
 [Since they adopted the U.N. flag in 1947], it has changed slightly.

It will not be easy [if the U.N. wants to change its flag.]

Point out that if the dependent clause comes first, a comma is needed in the sentence, but if it comes second, no comma is needed. Give some other examples to illustrate and practice.

- 1 Ask students to do the exercise. Encourage them to underline the subject once and the verb twice, to circle words that make a clause dependent, and to draw brackets around dependent clauses. As a follow-up activity, you could ask students to turn the fragments into sentences by adding whatever is needed to complete them.

ANSWERS

- 1 F [After we got home last night].
- 2 S Many flags in the Middle East contain the color green.
- 3 S Yemen's flag is three horizontal stripes of red, white, and black.
- 4 F [Because I study English].
- 5 S I cannot tell the difference between violet and purple.
- 6 S The colors in the sunset were beautiful.
- 7 F The color [that I like the most].
- 8 F [When I wake up every morning]

- 2 Ask the students to do the exercise individually, then check the answers with the class.

POSSIBLE ANSWER

The background on the South Korean flag is white because white is a traditional color of the Korean people. The blue and red circle in the center represents the origins of everything in the universe. The circle represents opposites, such as positive and negative, and night and day. The black lines around the circle represent the elements of fire, water, earth, wood, and metal. After you understand the symbolism behind this or any flag, you appreciate it more.

Grammar

Ask students what they know about count and noncount nouns, and have them give some examples. Then ask them to read the *Grammar* box to learn about the difference between the two. When they have finished reading, ask students to close their books and tell you what they learnt. How many of the seven categories of noncount nouns they can remember? Check that they understand that noncount nouns take a singular verb. Ask: *Do we say coffee is or coffee are? Why? Can we say I have a luggage? What about three luggages? Why not? What can I say if I have more than one?* (some luggage, three pieces of luggage).

Background information

Students may point out that you can say, *I'll have a coffee* or *He likes three sugars in his tea*. This is because, in these cases, we are actually referring to *cups* of coffee or *packets / teaspoons* of sugar—the container is understood from the context. Explore how to quantify noncount nouns (*a glass of milk, a slice of bread*), but only do this if your students are already comfortable with the count / noncount distinction. You may want to note the use of *some* before a count or noncount noun to denote "an amount of."

- 1 Ask students to complete the table in the *Grammar* box. Check the answers with the class.

ANSWERS

- | | |
|-------------------|---------------------------|
| 1 gasoline, water | 5 friendship, information |
| 2 cheese, gold | 6 Arabic, engineering |
| 3 rice, salt | 7 heat, weather |
| 4 clothing, money | |

- 2 Ask the students to do the exercise individually, then check the answers with the class.

ANSWERS

- 1 If you want me to make **cookies** [C], please buy some **flour** [N] and **sugar** [N].
- 2 The **weather** [N] was terrible on our **vacation** [C]. There was **rain** [N] every **day** [C].
- 3 Our **teacher** [C] said our **homework** [N] is not due until **Tuesday** [C].
- 4 At my **university** [C] lots of **students** [C] study **economics** [N].
- 5 Can you buy some **bread** [N], **cheese** [N], **fruit** [N], and **carrots** [C]?
- 6 This brown **furniture** [N] is not **wood** [N]. It is some kind of cheap **plastic** [N].

- 3 Ask students to do the exercise, then check the answers with the class.

ANSWERS

- 1 It takes a lot of patiences to teach children.
- 2 Iris never tells lies. She always tells the truths.
- 3 I need some advices on finding a job where I can use my Englishes.
- 4 The informations in these brochures is not accurate.
- 5 That department store sells both food and furnitures.
- 6 This meat needs salts and this sauce needs pepper.
- 7 The color red can represent bloods and courage.
- 8 The chemicals in the waters make it look orange.

WRITING TASK

Remind students about the discussion at the beginning of the unit about colors. Tell students they are going to write a paragraph about what three colors symbolize in their culture. Ask them to read the paragraph and follow the instructions. After they have finished, ask them which culture they think the writer is referring to (U.S. culture).

ANSWERS

Like many colors, yellow, blue, and green can have different meanings in different cultures. In my culture, yellow often means a lack of bravery. If you are afraid of something, you might be considered “yellow.” We also have an expression “yellow journalism.” This refers to journalism that is not always 100% true. Yellow is also used to mean slow down since it’s the middle color on traffic lights. The color blue can represent sadness. For example, the expressions “to feel blue” and “to have the blues” mean to feel very sad. The color green can have several meanings in my culture. It can symbolize spring, growth, and nature. It can represent recycling and environmentalism. It can even represent money because our currency is green. Also, if you say someone is “green” it means that they don’t have very much experience. I’m not sure why we say that!

Brainstorm, plan, and write

Ask students to follow the instructions to brainstorm using the word map. If students have trouble thinking of ideas, they could brainstorm with another student, or they could do an Internet search. They may look back at notes for ideas about expressions that they thought of at the beginning of the unit. Once they have written down their ideas, ask them to share them with another student. Encourage students to ask each other questions to enrich the information in their word maps.

Ask students to follow the instructions for planning. Some students may prefer to skip this stage and just start writing from the word map. Explain why planning is such an important skill, and encourage students to always include the planning stage.

When students have finished planning, ask them to write a 100–150 word paragraph. To ensure a clear context, ask them to give their paragraph a title: *Colors and their symbolism in _____.*

Share, rewrite, and edit

Ask students to exchange their paragraphs with a partner. Encourage students to use the Peer review checklist on page 109 when they are evaluating their partner’s paragraph. Keep emphasizing that peer feedback is helpful to both the writer and the reader. The reader is practicing editing skills, and the writer gets feedback on things he/she might not have noticed. Praise students who give good feedback, and continue to encourage those students who struggle.

Ask students to rewrite and edit their paragraphs. Encourage them to take into consideration their partner’s feedback when rewriting. Use the

photocopiable unit assignment checklist on page 94 to assess the students’ paragraphs. If possible, have a consultation with students individually to talk about improvements from first to final drafts. If this is not possible, you could try using free, downloadable software which allows you to give oral feedback that the students can listen to at home.

Extra research task

Students might like to research color and how it can affect our moods. In groups, they could design a color scheme for a student union chill-out room. Encourage them to think about paint colors, furniture colors, etc. Have them present their ideas, saying why they have chosen the colors.

STUDY SKILLS Studying with others

Background information

Students may not be used to working in groups, or they may have varied opinions about group work. Working in groups is often required at school or university, at work, and within the community. Some common contexts are listed in this section. Group work can be very rewarding, but it requires members to work cooperatively. This section aims to raise student awareness of ways to work cooperatively and to help students evaluate their own strengths and weaknesses when studying with others.

Start by asking students when they are likely to work in groups. Ask them to compare their ideas to the contexts listed in the *Study skills* section. How many of these contexts do the students have experience with?

Ask students to think about the questions in the yellow box, and make notes if they want. Afterwards, ask them to discuss their ideas in a group. After several minutes, ask groups to give you highlights of what they discussed. You will most likely find that there is a link between what the students have said and the section on working cooperatively. Ask students to read this section to see how much the ideas in the section match their experience of working successfully in groups.

Ask students to complete the self-evaluation table individually. For aspects that they feel they are weak in, ask them to reflect on how they might improve. Students may want to compare answers and give each other advice, but don’t insist on it.

As a follow-up, you could, as a class, draw up a groupwork code of conduct that everyone agrees to abide by in future class groupwork.